



Willow Grove Primary School

Curriculum Information for Autumn Term 2

Class: Cherry Class

Department: Orchards

English	<p>Your child will be given the opportunity to learn about:</p> <p><u>Class reads:</u> “The Witches” – Roald Dahl, “Revolting Rhymes” – Roald Dahl</p> <p><u>Narrative writing:</u> Classic British Fiction</p> <p><u>Fiction:</u> Stories with a Twist</p> <p>- reading and writing through phonics (Sounds Write) -handwriting as a key skill -the importance of regular time reading as a class, in small groups and independently -applying their learning with opportunities for independent writing</p>
Maths	<p><i>Your child will be given the opportunity to learn about:</i></p> <p><u>Number</u> - Place value</p> <p><u>Geometry & Measurement</u></p> <p><u>Calculation</u> Mental multiplication skills and addition/subtraction skills within these components of maths.</p> <p>The children will be given the opportunity to be able to apply their skills and knowledge to demonstrate a deeper and secure understanding. They will also have access to SEAL interventions if needed.</p>
PSHE Jigsaw	<p><u>Celebrating Difference:</u></p> <ul style="list-style-type: none">• Understand that cultural differences sometimes cause conflict• Being aware of my own culture• Understand what racism is• Be aware of my attitude towards people from different races, cultures and ethnicities• Understand how rumour-spreading and name-calling can be bullying behaviours• Know a range of strategies for managing my feelings in bullying situations and for problem-solving when I’m part of one• Explain the difference between direct and indirect types of bullying• Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied• Compare their life with people in the developing world• Appreciate the value of happiness regardless of material wealth• Understand a different culture from our own• Respect my own and other people’s cultures
Theme : <u>Geography</u> <u>and DT</u>	<p><i>Your child will be given the opportunity to learn to:</i></p> <p><u>-Farm to Fork</u></p> <ul style="list-style-type: none">• Celebrate culture and seasonality• Design and create a seasonal dish using fruit/vegetables• Use Mixing, Rubbing, Kneading, chopping• Evaluate their dish• Using a map to find local supermarkets• Answering questions by using a map including where food comes from• Discover the places that they know like the park, the shops and the library.• Plot on a map the facilities in the local area e.g. supermarkets and farms

<u>Science</u>	<p>Your child will be given the opportunity to learn to:</p> <p><u>Forces:</u></p> <ul style="list-style-type: none"> • Explain what gravity is and its impact on our lives • Identify and explain the effects of air resistance • Identify and explain the effect of water resistance • Identify and explain the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect <p>Your child will also continue developing their skills in working scientifically.</p>
<u>Computing</u>	<p>Your child will be given the opportunity to learn to:</p> <p><u>Video Production:</u></p> <ul style="list-style-type: none"> • Explain what makes a video effective • Use a digital device to record video • Capture video using a range of techniques • Create a storyboard • To identify that video can be improved through reshooting and editing • Consider the impact of the choices made when making and sharing a video
<u>PE</u>	<p>Children will develop throwing and catching, and multi-skills through the sport of dodgeball</p> <p>They will learn different ways to throw, catch and move with objects. How to utilise different types of throws for different outcomes.</p> <p>They will experience team-work, use throwing and catching as a tactic during game play.</p>
<u>Music</u>	<p><u>Carnival of the animals</u></p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments. <p><u>Composing music inspired by birdsong</u></p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. <p><u>Musical learning:</u></p> <ul style="list-style-type: none"> • Improvise and compose a sequence of sounds in response to a given stimulus. • Sing small intervals accurately and confidently, and vary dynamic contrast. • Play a piece, following a graphic score. • Listen to and appraise music in a minor key, recognising small steps in the music
<u>MFL</u>	<p><i>Your child will be given the opportunity to learn</i></p> <p>Spanish words for</p> <ul style="list-style-type: none"> • Likes/dislikes • Hobbies • Family (I have...) • Recapping prior learning of numbers, greetings etc.

	<p>We will also be incorporating BSL signs into everyday classroom practice such as greetings and names, discussions on deaf culture and awareness, and learning specific signs related to our curriculum studies.</p>
<p><u>RE</u></p>	<p><i>Your child will be given the opportunity to learn to:</i></p> <p><u>Enquiry: Is the Christmas story true? (Christianity)</u></p> <ul style="list-style-type: none"> • Understand how there might be different versions of events which are all true to some extent and to some people • Retell a version of the Christmas story from the Bible • Compare versions of the Christmas story from the Bible • Start to explain what a Christian might believe is true from the Christmas Story • Explain how “true” could mean different things to different people, and how stories can be “true” in different ways • Start to explain the Christian belief that Jesus was the incarnation of God • Express an opinion on whether the Christmas story is true and what this might mean to Christians • Explain how people can see truths in stories which may not be completely true • Apply this knowledge to the enquiry question
<p><u>Structured Play</u></p>	<p>Throughout the week your child will have access to several structured play offers. These include opportunities include access to:</p> <p>Theraplay sessions, construction opportunities, projected play, outdoor play, sensory play and social games</p> <p>The play sessions allow your child to continue to build relationships and feelings of trust and security with their staff and peers.</p> <p>It also promotes regulation, curiosity and creativity; provides an opportunity to explore feelings and most of all, it is fun!</p>

<p><u>The questions that we will explore are:</u></p> <ul style="list-style-type: none"> • What does the Christmas story mean to Christians? • How are we different and how can we celebrate it? • What does Farm to Fork mean, and how does it affect us? • What is in our local geographical area and wider community? • How is music inspired by animals like birds? • How does gravity influence our lives, our world and universe? • What have I done well, and what can I improve on? 	<p><u>You could help your child by:</u></p> <ul style="list-style-type: none"> • Regularly reading together • Discuss the differences you may encounter in your local community and across the U.K. • Look at the foods in your own households and see if you can spot where they come from – are the local and if not why? • Highlight the different ways video editing is used in the things we view online and on television. • Encouraging respect, kindness, tolerance and positivity
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